CURRICULUM VITAE

NAME: PHYLLIS MARGARET JONES

POST: Associate Professor – Department of Special Education, College of Education, University of South Florida, Tampa, Florida, USA

Email pjones7@usf.edu

QUALIFICATIONS

Ph.D. Making meaning with teachers of pupils with complex learning disabilities: Issues of teacher identity and specialist knowledge (2002) University of Northumbria, UK

M.A. Special Educational Needs (1989) University of Durham, UK

B.Ed. (2:1) Education Studies and CNAA dual degree and teaching certificate (Nursery education/ children with severe learning difficulties) (1983) Newcastle upon Tyne Polytechnic, UK

EMPLOYMENT

August 2009 Associate Professor, College of Education, University of South Florida, Tampa, USA

August 2007 Associate Professor, College of Education, University of South Florida Sarasota-Manatee, USA

January 2004 Assistant Professor, College of Education, University of South Florida, Sarasota-Manatee, USA

Aug 2003 - December 2003 Visiting Assistant Professor, College of Education, University of South Florida, Sarasota-Manatee, USA

1997 - August 2003 Senior Lecturer: special educational needs. University of Northumbria, Newcastle upon Tyne, United Kingdom,

1992 -1997 Assistant Principal Westlands School, Newcastle upon Tyne, United Kingdom

1988 -1992 Senior Teacher - Curriculum Development, Westlands School, Newcastle upon Tyne, United Kingdom

1984 -1988   Class Teacher, Brunswick Beech Special School, Newcastle upon Tyne, United Kingdom

1983 -1984 Class teacher, Barndale House Residential School, Alnwick, Northumberland, United Kingdom

TEACHING AT UNIVERSITY OF SOUTH FLORIDA

Graduate:

EEX 7743 Philosophies of Inquiry

EEX7939-902 Teacher Education in Special Education: Contextualized
        Learning: Models for Linking Clinical Practice to Theory (f2f)

EEX 6234 Assessment and Identification of Students with Low Incidence Disabilities (online)

EEX 6210 Assistive Technology for Students with Low Incidence Disabilities (online)

EEX 6476 Curriculum and Instruction for Students with Low Incidence Disabilities (online)

EEX 6732 Consultation and Collaboration for Students with ESE (online)

EEX 6245 Transitional Programming for Students with ESE (web enhanced)

EEX 6612 Management and Motivation for at Risk Learners (f2f and online)

EEX 6248 Instructional Strategies for Students with ESE (f2f and online)

EDG 6205 Advanced Theories in Intellectual Disabilities (online)

EEX 6939 Advanced Seminar (f2f)

EEX 6943 Practicum in Exceptional Student Education (web enhanced)

Undergraduate:

ELD 4846 Clinical Teaching

EDG 4909 Directed Study: Elementary Education.

EDG 4909 Young Children with Special Needs
& Developmental Disabilities

EEX 4011 Foundations of Special Education

EEX 4070 Integrating Exceptional Students

EEX 4221 Assessment for Students with ESE

ELD 4941 ESE Practicum 1 and 2

ELD 4940 Final Intern supervisor

ELD 4936 Senior Seminar in ESE Education

PUBLICATIONS

BOOKS

Jones, P., Whitehurst, T. and Egerton, J. (2012). Creating Meaningful Inquiry in the Inclusive Classroom. UK: Routledge College Press.

Jones, P. (Ed.). Using Insider Perspectives in Teacher Education. UK: Routledge College Press. Contract issued May 2012.

Jones, P., Carr, J.F. & Fauske, J. (Ed). (2011). Leading for Inclusion. New York: Teachers College Press.

Hentz, S. & Jones, P. (2011). Collaborate Smart. Washington DC: Council for Exceptional Children.

Jones, P., Ataya, R. & Carr, J. (2007). *"A Pig Don't Get Fatter the More You Weigh It": Balancing assessment for the classroom*. New York: Teacher College Press.

Jones, P (2005). *Inclusion in the early years, stories of good practice.* London, Fulton.

BOOK CHAPTERS

Jones, P. (in development). The Nature and Role of Insider Perspectives in Inclusive Teacher Education, Ch. 1 in Jones, P. (Ed. in development). *Pushing the Boundaries: Developing Inclusive Practices through Integration of Insider Perspectives*, London: Routledge College Press.

Jones, P. & Gillies, A. (in development) Children's' views about Inclusion Ch. 5, in Jones, P. (Ed. in development). *Pushing the Boundaries: Developing Inclusive Practices through Integration of Insider Perspectives*, London: Routledge College Press.

Jones, P. & Mickleson, A. (in development). Pushing the Boundaries: Developing Inclusive Practices through Integration of Insider Perspectives, Ch 13 in Jones, P. (Ed. in development). *Pushing the Boundaries:*

Developing Inclusive Practices through Integration of Insider Perspectives, London: Routledge College Press.

Jones, P., Whitehurst, T. & Hawley, K. (2012). Reclaiming Research: Connecting research to practitioners, Ch 1 in Jones, P. Whitehurst & Egerton, J. (2012). *Creating Meaningful Inquiry in Inclusive Classrooms: Practitioners' stories of research, making research do-able*, London: Routledge College Press.

Jones, P. Whitehurst & Egerton, J. (2012). The ARC in Action: Practitioners' perspectives, Ch.10 in Jones, P. Whitehurst & Egerton, J. (in press). *Creating Meaningful Inquiry in Inclusive Classrooms: Practitioners' stories of research, making research do-able*, London: Routledge College Press.

Jones, P., White, J.M., Fauske, J.R &.Carr, J.F. (2011). Leading for Inclusion in Jones, P., Carr, J.F. & Fauske, J. (2011). *Leading for Inclusion*, New York: Teachers College Press, p. 5-13.

Jones, P. (2011). Differentiation: Nurturing Positive Attitudes and Leading Inclusive Practices for Students with Exceptional Learning Needs in Jones, P., Fauske, J.F., & Carr, J.F. (2011). *Leading for Inclusion*. New York: Teachers College Press, p. 47-65.

White, J.M. & Jones, P. (2011). Schools Creating Systems of Inclusive Leadership in Jones, P., Fauske, J.F, & Carr, J.F (2011). *Leading for Inclusion*. New York: Teachers College Press, p. 216-229.

Jones,P. & Gillies. A. (2010) Engaging young children in research about an inclusion project, chapter 9 in Rose, R. C*onfronting obstacles for inclusion -international responses to developing education. London: Routledge College Press, p.123-136.*

Jones, P. (2010). Humanizing online learning: Ways of engaging teachers in contemporary understandings and practices, chapter 16 in Florin, C. *Teacher education for inclusion: Changing paradigms and innovative approaches*. London: Sage p.152-161.

Jones, P., Ryndak, D., Sirvis, B. P. & Alcouloumre, D. S. (2007). Leisure education for positive leisure life-styles, in Schloss, P. J., Smith, M. A. &. Schloss, C. N. (Eds.), *Instructional methods for secondary students with learning and behavior problems (4th ed).* Boston: Allyn & Bacon, p. 157-172.

Jones, P. (2007) Involving Parents in Assessment in Jones, P., Ataya, R. & Carr, J. *"A Pig Don't Get Fatter the More You Weigh It": Balancing assessment for the classroom*. (2007). New York: Teacher College Press. p.113-123.

Jones, P. & Sheffield, S., (2007) Inclusive Classroom Assessment in Jones, P., Ataya, R. & Carr, J. *"A Pig Don't Get Fatter the More You Weigh It": Balancing assessment for the classroom.* (2007). New York: Teacher College Press. p.11-29.

Jones, P. (2003). Presenting theory and issues in a real life situation. In Miller, S. & Sambell, K. (Eds.), *Contemporary Issues in Childhood,* Newcastle upon Tyne: Northumbria University Press. p. 51-60.

Jones, P. & Gilbert, P. (2001). Involving Parents in School Development Planning. In Rose, R. & Grosvenor, I. (2001), (Eds). *Research in Special Education.* London: David Fulton. p. 119-128.

Jones, P. & Clarke, K. (2000). Parent Perspectives. In Moore, M. (Ed.), *Insider Perspectives on Inclusion.* Sheffield : Philip Armstrong. p. 112-120.

Jones, P. (1998) Human Relations of Power: Power Over or Power With? In Swain, J. & French, S. (Eds.), *Therapy and Learning Difficulties: Advocacy, Participation and Partnership.* London: Butterworth. p. 281-289.

SELECTION OF JOURNAL ARTICLES

Jones, P., Forlin, C. & Gillies, A. (in review). The Contribution of Facilitative Leadership to Systems development for Greater Inclusive Practices, *International Journal of Whole Schooling.*

Jones, P., (in review). Facilitating courageous conversations through the BPIE process. *International Journal of Inclusive Education.*

Jones, P., (in review). Young people's views about an ideal inclusive school: A retrospective exploration, *Disability in Society.*

West, E., Jones, P., Chambers, D. & Whitehurst, T. (2012). Teachers of students with ASD labels talk about their learning, *Journal of International Special Needs Education,* 15(1), 24 - 40.

Jones, P., West. E. & Semon, S. (2012) Sense of community in teacher Education in special Education, *Journal of Digital Learning in Teacher Education, 28, (3), 108-116.*

Jones, P. (2010). "My peers have also been an inspiration for me": developing online learning opportunities to support teacher engagement with inclusive pedagogy for students with severe/profound intellectual disabilities. *International Journal of Inclusive Education*, Volume 14, Number 7, 681 – 696.

Jones, P. & West, E. Moving (2010). Towards hybrid teacher education: A model to support the theory to practice challenge in special education. *Journal of Special Education Technology, Volume 25, issue 2, 45-57.*

McBrien, L., Jones, P & Cheng, R. (2009). Virtual spaces: Employing a synchronous online classroom system to impact student involvement in teaching and learning*. International Review of Research in Open and Distance Learning,* Volume 10, Number 3 1-17.

Jones, P., & West, E., (2009) Reflections upon teacher education in severe difficulties in the USA: Shared concerns about quantity and quality, *British Journal of Special Education,* 36, 2, 69-75.

Sutton, L., Jones, P. & White, J. (2008). Florida's class size amendment and co-teaching: An uneasy partnership. *Educational Considerations,* 36, 1,17-20.

West, E. & Jones, P., (2007). A framework for planning technology used education programs that serve rural communities, *Rural Special Education Quarterly*, 26, 4, 3-15.

Jones, P., West, E. & Stevens, D. (2006). Nurturing moments of transformation in teachers – comparative perspectives of the challenges of professional development, *British Journal of Special Education*, 33, 2, 82-91.

West, E., Jones, P. and Stevens, D. (2006). Teachers of students with low incidence disabilities talk about their own learning: An international insight *Research and Practice for Persons with Severe Disabilities,* 31, 2, 186-195.

Jones, P., (2005). Teachers' views of their pupils with profound and multiple learning difficulties, *European Journal of Special Needs Education, 20*, 4, 375 - 385.

Jones, P., (2005). Inclusion: Lessons from the children, *British Journal of Special Education, 32*, 2, 60-66.

Jones, P. (2004). 'They are not like us and neither should they be': Issues of teacher identity for teachers of pupils with complex learning disabilities. *Disability in Society,* 19(*2*), 159 -169.

Jones, P (2004). Teachers' understandings of pupils with profound and multiple learning disabilities and the possible impact on assessment in the classroom. *PMLD Link*, Volume 16, No 3, Issue 49, 19 - 23.

Jones, P. (2004). 'They are not like us and neither should they be': Issues of teacher identity for teachers of pupils with complex learning disabilities. *Disability & Society,* 19(*2*), 159 -169.

Jones, P. (2003). The synergy between research and practice: Listening to the perspectives of parents, providers and managers about the development of an inclusive early year's service. *Journal of Research in Special Education,* 3(*2*), 130 -143.

Bishop, A and Jones, P (2003). "I never thought they would enjoy the fun of science just like ordinary children do". Exploring science experiences with early years teacher trainees and children with severe and profound learning difficulties. *British Journal of Special Education,* 30(*1),* p34 – 44*.*

KEYNOTE ADDRESSES

Jones, P. (April 3rd 2012). <u>Keynote address</u>: Understanding Students with PMLD, International Positive Path Conference, Hamilton. NZ.

Jones, P. (October 20th 2011). <u>Keynote address</u>: Understanding Students with ASD, International Specialist Schools Conference, Warwick. UK.

Jones, P. (May 20th 2010). <u>Keynote address</u>: Professional Learning for Inclusion. National SEN Conference, Bristol. UK.

Jones, P. (May 19th 2010). <u>Keynote address:</u> Meaningful Participation for Pupils with PMLD. Specialist School Workshop, Manchester, UK.

Jones, P. (2006). Key Note Address: *Transformations in Teaching and Learning for Students with Severe Disabilities,* National Conference on Severe Disabilities, Clent, UK.

CONFERENCE PAPERS

<u>Jones, P</u>. & Gillies, A. (February, 2012) The Accessible Research Cycle, AACTE, Chicago, USA.

<u>Jones, P</u>., West, E. & Semon S. (April 2011). *Promoting Community for Online Learners in Special Education, AERA, New Orleans, USA.*

<u>Jones, P</u>., West, E. & Semon S. (April 2011). *Promoting Community for Online Learners in Special Education, CEC, Maryland, USA.*

<u>Jones, P</u>. & Gillies, A. (February, 2011) Conversations with children about Inclusion – a methodological perspective. Equity Conference, Pheonix, USA.

Jones, P., Holmes, A. & Mickleson, A. (February, 2011) Facilitating Courageous Conversations through the BPIE. Equity Conference, Pheonix, USA.

Jones, P & Holmes, A. (November 2010) Infused Grids: Meaningful Access to the LRE. OCALI (National ASD Conference, Ohio, USA.

Jones, P., West, E., Chambers, D. & Whitehurst, T. (August, 2010) Teachers of students with ASD labels talk about their learning. ISEC (Inclusive Special Education Conference), Belfast, Ireland.

Jones, P. & Gillies, A. (August, 2010) Conversations with children about Inclusion. ISEC (Inclusive Special Education Conference), Belfast, Ireland.

Jones, P., Deppeler,J, Ashman, A.F, Conway, R., O'Gorman, E., García-Cedillo, I., Romero-Contreras, S., & Fletcher, T. (August, 2010). *Collaboration in Teacher Professional Learning: Universities, school systems, schools and teachers* ISEC (Inclusive Special Education Conference), Belfast, Ireland

Jones, P., Hawley, K., Holmes, A. & Holmes, H. (Fall, 2010). Where am I Now? Teachers Reflecting on Their Strengths Towards ASD Standards, ASDNet Conference, Tampa, USA.

Jones, P. & Hawley. K. (2009). Florida Alternate Assessment. TASH. Pittsburg, USA.

Jones, P. & Hawley. K. (2009). Florida Alternate Assessment. . OCALI, Ohio, USA.

Jones, P. & Gillies, A. (2009). Children's Views of Inclusion, OCALI, Ohio, USA.

Jones, P. & West, E. (2007). Course Selection and Development in the Online Age: A special education perspective. 5th Annual Hawaii International Conference on Education, Honolulu, Hawaii.

Jones, P., Rubal, C., Jones, B. & Cheng, R. (2007). Grow Your Own "FITT" Faculty Learning Community: Collaborate, Explore, Wonder. The International Conference on College Teaching and Learning, Center for the Advancement of Teaching and Learning, Jacksonville, Florida.

Jones, P., (2006). *Inclusion in the Early Years*, ASCD, Chicago, USA.

Jones, P., (2005). *Towards inclusion: Building partnerships in the UK.* TASH, Milwaukee, USA.

Jones, P., Shau, K., Thompson, C. and Bennett, J., (2005*). Inclusion is not a delusion: Teachers making it work.* TASH, Milwaukee, USA.

Ryndak, D. and <u>Jones, P.,</u> (2005). *Developing a distance education program for teachers seeking endorsements in teaching students with severe disabilities: Lessons learned.* TASH, Milwaukee, USA.

<u>Jones, P.,</u> Muldoon, M. and O'Meara, J (2004). *"So, you want to hear what I need to teach more inclusively?"* TASH, Reno, USA.

Jones, P (2004). *They have to have the world brought to them: Understandings of profound and multiple learning difficulties.* International CEC Developmental Disabilities Conference, Las Vegas, USA.

Jones, P., West, B and Stevens, D (2004). *Perspectives on teacher learning for greater Inclusive practice: Teacher Voices.* TASH, Reno, USA

<u>Jones, P.,</u> West, B and Stevens, D (2004). *Perspectives on teacher learning: Teacher voices.* TED, Albuquerque, USA

Jones, P (2004). *Stupendous stories.* Family Café, Orlando, USA.

<u>Jones, P.,</u> West, B. and Stevens, D. (2003). *International perspectives on teacher learning.* TASH Chicago, USA.

Jones, P. (2002). *Promoting positive behavior: Behavior as communication.* National Association Special Educational Needs Gateshead, UK.

Jones, P (2002). *Teacher identity.* British Education Research Association Plymouth, UK.

Jones, P. (2000). *Involving parents in school development planning.* Portage Conference, Nottingham, UK.

Jones, P. (2001). *Developing partnerships in delivering inclusion training to initial teacher trainers.* Keynote Speaker National Conference for SEN Bath, UK.

FUNDING

PI, OSEP (Office of Special Education Teacher Preparation Grant - $250,000), Project TEAM (**T**rans D **E**ducation for **A**utis**M**) .25 FTE commitment. Submitted May/June 2012.

PI, The Spencer Foundation, Pre- Proposal, *An international exploration of teachers' learning and decision-making: Pedagogy for students with severe intellectual disabilities.* <u>Submitted</u> June 2012 (will be $300,000).

PI, USF & College of Education, Global Academic Partnership Grant, $12,000, May 2012.

PI, University of South Florida, Internal Research Conference Grant, $10,000 January, 2012.

PI, Institute Education Science (IES) Proposal *Professional Learning in AT for Teachers of Students with Low Incidence* Disabilities, submitted but unfunded June 2011 ($300,000).

PI, OSEP (Office of Special Education Teacher Preparation Grant - $250,000), Project SAGE (**S**uccessfully **A**ccessing **G**eneral **E**ducation) .25 FTE commitment. 2010 -2014.

PI, College of Education Interdisciplinary Research Grant, $14,000, March 2011.

Project FLIPP (**F**lorida **L**ow **I**ncidence **P**ersonnel **P**reparation: A Multi-University Consortium on Severe disabilities - $80,000) Sub contractor. FDDC funded grant. 2004 – 2007.

Recipient of New Researcher Grant, University of South Florida 2004 - 2005 - $10,000.

Recipient of ESRC Seminar Grant, University of Northumbria, UK, 2003 – 2004 - $ 10,000.

Recipient of Small Project Research Grant University of Northumbria, UK, 2002 – 2003 -$5,000.

Recipient of Small Project Research Grant University of Northumbria, UK, 1999- 2000 - $5,000.

Honors and Awards

Invited to be International Advisor for UK Department of Education Complex Disabilities Project, Jan 2010 – March 2011.

Invited to be International Advisor for UK Teacher Development Agency Specialist Training Project, March 2011 ongoing.

Invited to participate in International Colloquium in Dublin, Ireland on Innovative Teacher Education for Greater Inclusive Practices, August 2010.

Invited to participate in a fully funded International Colloquium in Hong Kong on Innovative Teacher Education for Greater Inclusive Practices, November 2008.

Outstanding Undergraduate Professor – teaching, University of South Florida 2004/5

Outstanding Professor and Researcher, American Immigration Department, 2005

ITOP Technology Award, University of South Florida 2004

UCET/AACTE International Travel Scholar 2002   UCET – University Council for the Education of Teachers (UK based), AACTE – American Association of Colleges for Teacher Education (USA based) 2002 - 2003

Other Creative Activity

Pinellas School District, Florida, USA, (March 2010 – April 2011) Supporting Professional Development and Support for Inclusion.

Pinellas School District, Florida, USA, (March 2010 – April 2011) Coaching and Mentoring for School Based Professional Development.

Huntington School District, Long Island, USA (February – May 2011). *Systemic School Evaluation and Development.*

Complex Disability Project, UK, (February 2010 onwards) FLDOE (2010) Expert consultant to VESE course development and delivery of ASD coursework.

Northampton University, Northampton, UK (May, 2010) Research Seminar – Children's Views of Inclusion.

Florida Department of Education, Florida, USA, Advisor to Universal Education Project (June 2010 onwards)

Hillsborough County, Tampa, Florida, USA, *Nurturing Change.* Invited keynote to annual social work training (June 2010).

Middletown School District, New York, USA, *Systemic School Evaluation and Development,* 2010.

University of Arizona, USA, *Waiting for the Bus that never Comes* Invited Blog to Leadscape project (August, 2009).

Pinellas School District, Saint Petersburg, Florida, USA, *Mentor Training and Early Years Inclusive Practices*, 2009 onwards

Evansville School District, New York, USA, *Systemic School Evaluation and Development,* 2009.

Middletown School District, New York, USA. *Systemic School Evaluation and Development,* 2004- 2005.
DeSoto School District, Nokatee School, Nokatee, Florida, USA, *Developing a whole school systemic approach to supporting positive behavior,* 2004 -2005.

Northumberland Early Years Childcare Partnership, UK, *Supporting Teachers to become Leaders,* 2004 –2006

Sarasota School District, Fruitville School, Sarasota, Florida, USA, *The impact of teacher learning and teaching styles when working with diverse groups of learners,* 2004 .

University College Northampton, UK, *External Examiner/ Reviewer of Course Provision*: Postgraduate Courses in Special Education, School of Education, 2002 – 2003.

Northumberland Early Years Childcare Partnership, UK, *Supporting Children to Feel Better About Themselves,* 2002 –2004.

Clent School District, Sunfield School for Students with Autism UK, P*romoting Positive Behavior and Managing Challenging Behavior: Behaviour as Communication,* 2002 –2003.

Clent School District, Sunfield School for Students with Autism, UK, *Professional Learning and Creative Thinking for Children with Severe Learning Difficulties,* 2001-2002.

Gateshead School District, UK, *Learning Environments for Severe and Profound Learning Disabilities,* 2001-2002.

Northumberland Early Years Childcare Partnership, UK, *Special Educational Needs in the Early Years,* 2001 – 2002.

South Tyneside School District, UK, *Meeting the needs of learners with severe and profound learning difficulty,* 2001.

Newcastle Early Years Childcare Partnership, UK, *Developing a Charter for Inclusion,* 2000-2001.

Sunderland School District, UK, *Meeting the needs of learners with severe and profound learning difficulty,* 1999.

Durham School District, UK, *Developing Inclusion,* 1997 –1998.
Gateshead School District, UK, *Meeting the needs of learners with severe and profound learning difficulty,* 1998.

Service

To Profession

Member of editorial board of Disability in Society (2010 onwards)

Reviewer:

British Journal of Special Education (2002 onwards)

Journal of Child and Family Studies (2012 onwards)

International Journal of Inclusive Education (2008 onwards)

International Journal of Whole Schooling (2009 onwards)

Journal of Teacher Education (2007 onwards)

International Review of Education (2010 onwards)

External Examiner, Department of Special Education, University of Northampton, UK (2002-2003)

External Examiner, Department of Special Education, University of Jamaica (2004-2005)

Chair:
Professional Development Network for Teacher Educators, UK National Network (2000 – 2003)

Member
Florida Inclusion Network Board (2003 onwards)

Council for Exceptional Children, Sunset chapter (2003 – 2009)

TASH International Committee (2006 onwards)
Department for Education, UK, Sub committee for professional learning for inclusion (2001-2003)

International Colloquium Faculty Group for Inclusion (Hong Kong, Ireland, Virtual 2008 onwards)

To University
Member
Research Council (2009 onwards)

CTIR Council (2007 -2008)

Autism Spectrum Network, USF, Tampa (2008 onwards)

To Department
Coordinator of Undergraduate and Graduate Special Education Programs on Sarasota/Manatee campus (2004-2009)

Coordinator of Masters in Special Education Program, Tampa campus (2009 onwards)

Member of Faculty Committee, Sarasota-Manatee campus (2003 - 2009)

Member of Faculty Committee, Tampa campus (2003 onwards)

Member of Annual Review Committee (2004, 2005, 2006, 2007, 2009)

Member of Doctoral Program Committee, Tampa campus (2007 onwards)

Member of Teacher Education Committee, Tampa campus (2003 onwards)

Leader, Project ESCAPE (2003 onwards)